

B8538 - LEADER'S VOICE

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COURSE DESCRIPTION

Leadership roles involve a wide range of communication challenges—sharing your vision in a way that sticks, mentoring a colleague through a challenge, rallying demoralized employees, working the room at an industry event, handling tough questions from the media, running meetings in ways that elicit candid conversation and learning. While all of us at CBS are strong communicators, few of us are adept at all of these different kinds of communication. The goal of this class is to broaden your repertoire, to make you versatile.

The world is full of communication experts: salespersons, actors, screenwriters, political speechwriters, coaches, networkers, public relations experts, diplomats and so forth. When we watch an expert in action, it is tempting to attribute their performance to a mystical gift that the rest of us lack. Yet success in any of these fields owes more to method than magic. What looks to us like spontaneous eloquence typically results from applying frameworks and focused practice.

This class pulls from different kinds of communication expertise: from consulting, politics, sales, acting and more. Likewise we expect students to bring distinctive expertise and contribute to the collective learning experience. We aim to develop two kinds of knowledge--conceptual understanding and procedural skill. Each session will convey frameworks for particular kinds of communication and some active exercises for practicing them. We rely on simulations and personalized feedback (from peers and through video) to hone behavioral skills.

REQUIRED COURSE MATERIAL

- Recommended reading: Duarte, HBR Guide to Persuasive Presentations (an electronic version is available)
- Other required readings will be provided electronically via Canvas
- Students must have a smart phone that is capable of taking video
- Note that slides will be uploaded to Canvas after class but we will make an effort to be eco-friendly in this class

REQUIRED PREREQUISITES AND CONNECTION TO THE CORE

Students must have completed the LEAD core class. Connections to LEAD include leading and inspiring others, influencing with behavior, and leveraging social networks.

COURSE ROADMAP/SCHEDULE

Session	Topic	Assignments (due by 7am before class unless otherwise noted)
1	Storytelling & Synthesis: Making a point memorable	<ul style="list-style-type: none"> • Storytelling: Develop a 2 min story that you will share with 1-2 students (you'll likely tell this story again to the entire class in session 3) • Written synthesis of reading • Pre-class survey
2	Public Speaking: Effective non-verbal communication to move a crowd	<ul style="list-style-type: none"> • Story Self-Assessment: Watch the video of the story you told in session 1 – answer the Canvas quiz to assess yourself • Written synthesis of reading
3	When Things Go Wrong: Recovering from a stumble	<ul style="list-style-type: none"> • 50/50 Presentation: Come to class prepared to share a 2-minute story with half of the class and receive feedback (can be same or different story from week 1)
4	Managing & Influencing: Chats that change people	<ul style="list-style-type: none"> • Debate: Submit a 60 second argument (no more than 200 words) for why we should have grade non-disclosure and a 60 second argument on why we should not. Be prepared to deliver either argument in class. Audience is CBS student body, faculty, and administration. • Mid-course feedback due prior to week 4
5	Building Relationships & Written Communication: Defining your brand and expanding your network, email & PowerPoint best practices	<ul style="list-style-type: none"> • Introduction: It's your first day at your new job. Your boss asks you to introduce yourself in the weekly team meeting (to 6-8 people). Submit the script of your (no more than 30 sec) introduction. In addition, share some of your 2-3 year goals • Written synthesis of reading
6	Putting it all Together: Enabling sustainable change	<ul style="list-style-type: none"> • 50/50 Presentation: Come to class prepared to give a 2 minute presentation with a visual aid (ppt, handout, image, drawing on the easel or white board) to half the class and receive feedback
	Final Project	<ol style="list-style-type: none"> 1. Presentation: Every student is expected to give one presentation outside of class, ideally towards the end of class so you can apply what you learned in class. This can be in another class, for a club, or outside of CBS. You are expected to have one student (from any TLV section) attend that presentation, record your delivery, and provide written feedback (feedback form will be provided) 2. Action plan: Written plan of how you will apply the learnings from class to your everyday communication 3. Self-Assessment: How much you applied the learnings in class to your everyday communication

METHOD OF EVALUATION

Participation (30%): Your participation grade will be based on:

- **Attendance:** **To be in the class, you must be present in the first session and arrive prepared (having done the assignments)**. It will not be possible to add the course if you do not attend the first session. Given that class attendance is central to the learning, missing any subsequent sessions (unexcused) will lower your grade. If you miss 2 of the 6 sessions, the highest grade you will be able to receive is a P. If you miss 1 of the 6 sessions, it is very unlikely you will receive higher than an HP.
- **Participation:** We expect you to contribute to the learning of your classmates, both through class discussion and feedback for your fellow classmates. Students are expected to adhere to CBS Core Culture in this class by being Present, Prepared, and Participating. Expect cold calling. Good participation is defined as:
 - On time and present in each class
 - Actively participate in class discussions, pulling in insights from readings.
 - When classmates are presenting, be respectful and prepared with thoughtful questions and feedback
 - Device usage (phones, laptops) will take away from your participation grade

Assignments (70%): There are assignments due in each session (described in course roadmap) and a final project. In addition each week students will be expected to practice learnings from class in real life.

- 30%: The bolded weekly assignments are each worth 5% of your grade
- 25%: Final presentation and action plan
- 7%: Final self-assessment
- 8%: The four written syntheses are each worth 2% of your grade

INCLUSION, ACCOMMODATIONS, AND SUPPORT FOR STUDENTS

At Columbia Business School, we believe that diversity strengthens any community or business model and brings it greater success. Columbia Business School is committed to providing all students with the equal opportunity to thrive in the classroom by providing a learning, living, and working environment free from discrimination, harassment, and bias on the basis of gender, sexual orientation, race, ethnicity, socioeconomic status, or ability.

Columbia Business School will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Columbia University's Office of Disability Services for information about registration. Students seeking accommodation in the classroom may obtain information on the services offered by Columbia University's Office of Disability Services online at www.health.columbia.edu/docs/services/ods/index.html or by contacting (212) 854-2388.

Columbia Business School is committed to maintaining a safe environment for students, staff and faculty. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to a Title IX Coordinator. They will treat this information as private, but will need to follow up with you and possibly look into the matter. Counseling and Psychological Services, the Office of the University Chaplain, and the Ombuds Office for Gender-Based Misconduct are confidential resources available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>.